

## Regional Training: Growth Grid and Overweight Child

### Developing Your Inner Success Detective: Moving Forward with Regional Training

#### Agenda 5\*

\* Revise this agenda to meet individual clinic needs. The agenda also work for one-on-one meetings.

Learning objectives: Staff will:

1. Verbally identify WIC “expert” terminology
2. Identifying techniques to reduce defensiveness when discussing the growth grid
3. Learn a visual way to explain the growth grid

### Part I:

Activity (Outline)	Estimated time	Method	Resources (speaker, materials, handouts)
<p><b>Recap &amp; Warm- up- “One topic we talk about is weight, specifically a child’s weight. How do you explain the growth grid (rhetorical)? How do you explain to the endorser that their child’s weight is not healthy, if overweight, without it being a disaster or making them feel uncomfortable (rhetorical)? Well, those tough questions are what we are going to discuss today.”</b></p> <p><b>Taking off the expert hat...Ice Breaker:</b> (if you lack time, consider skipping)</p> <p>This simple exercise makes staff aware of terminology that may make it uncomfortable &amp; difficult for WIC participants to understand when talking with an expert (WIC staff).</p> <ul style="list-style-type: none"> <li>• Ask for two volunteers, one to be the WIC Ed., and one to be the participant (if doing one-on-one decide the roles amongst yourselves).</li> <li>• Give the pennies, paper clips or other small object to the WIC Ed. volunteer. Tell the WIC Ed. the goal is to keep as many of the objects as possible. Explain that each time the WIC Ed. uses a “WIC” terminology one small object (e.g., penny) will be taken away by the participant. The more objects the participant has at the end of the conversation the more confused and uncomfortable the</li> </ul>	15 min.	<p><b>Examples of “WIC” Terminology (share with group):</b></p> <p>Adjunctive Eligibility, NRFs, assessment, certified, nutrition interview, iron/hgb, anthros, WIC envelope, VOC, WIC checks/vouchers, household size, categorical eligibility, proof of ID, proof of address, proof of income, endorser, proxy, additional endorser, income eligible, cert., recert., mid-cert., F appt., check pick-up, SNAP, USDA, State, RD/RN, HR, LR, next day scheduling, hemoglobin, iron, lead, etc.</p> <p><b>Callout:</b> In what other interactions with WIC participants do you feel we use a lot of “WIC” terminology that others may not be familiar with?</p>	<p>10-20 pennies, or paperclips or another small object</p>

<p>participant feels because each object represents the “expert hat” of the WIC Ed.</p> <ul style="list-style-type: none"> <li>• To make it fun, challenge the participant volunteer to try and get as many objects as possible by making it difficult for the WIC Ed. not to use “WIC” terms.</li> <li>• Tell the volunteers that the participant is pretending to be a new intake over the phone. Guide the participant to ask: <ul style="list-style-type: none"> <li>○ “What is the WIC program?”</li> <li>○ “How do I qualify?”</li> <li>○ “What happens during my 1<sup>st</sup> appointment?”</li> </ul> </li> <li>• Allow for spontaneous dialogue of the role playing, the participant can make up whatever she/he wants, stop when they are done making the appointment.</li> </ul> <p><i>“When we use certain terminology that is part of our everyday language at work we forget that others outside of our work circle have no idea what we are talking about. People who feel uncomfortable may not ask questions to ensure their understanding when face-to-face with an expert. But instead may walk away confused and uncomfortable.”</i></p>		
<p><b>Content-</b> Taking off the expert hat when it comes to growth grids (gg)</p> <p><u>Main points:</u></p> <ul style="list-style-type: none"> <li>• You are the expert/professional of the WIC program. Each of you has a great deal of knowledge to share. But sometimes we need to take off our “expert hat” for a moment to help our ppts understand, such as when we discuss gg, to decrease feelings of being uncomfortable and prevent those defensive walls from coming up.</li> <li>• <b>Be the participant’s ally-</b> not the expert</li> <li>• <b>Come from a place of curiosity-</b> be curious about what the gg will show you and the participant.</li> <li>• <b>Realize one data plot is only part of the story-</b> in order to get a clear picture w/h and BMI also need to be looked at in addition to w/a. Plots of two or more visits provides a visual image of the child’s growth pattern.</li> <li>• <b>Wt is not the only thing that matters-</b> unlike adults; we</li> </ul>	<p>15 min.</p>	<p>Lecture and large group discussion</p> <p><b>Callout:</b> Can you think of a time when you were faced with an “expert” and felt uncomfortable or confused? Perhaps it was an interaction with a mechanic, doctor, nurse, dentist, or customer service rep., etc. Would anyone like to share their experience and how it made them feel &amp; whether they would go back?”</p> <p>Ask for volunteers to read one or all the points from Nora’s PowerPoint side 24- <i>Guide for talking mom through the gg: overweight child</i></p> <p><b>Nora Lynch’s MI presentation PowerPoint slides 11-13</b></p> <p><b>Nora Lynch: Welcome to MI YouTube video- 28:33 min- 24:29 min.</b></p> <p><b>Nora Lynch’s easel card:</b></p> <ul style="list-style-type: none"> <li>• Turbo Goal Setting</li> </ul>

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<p>know that children are still growing, so height matters too.</p> <ul style="list-style-type: none"> <li>• <b>Make it visual-</b> take the pressure off and after showing the gg (orienting the ppt to where the plot is). Move away from the gg &amp; use your hands to explain. One hand for ht, one hand for wt. (Preview Nora's MI presentation to know how to demonstrate, <a href="#">34:30-35:06</a>).</li> <li>• <b>Watch your words-</b> try not to use "WIC" terms, e.g., channels, percentiles, MEWG. These have the potential to make ppts uncomfortable.</li> <li>• <b>Success-</b> when you explain the gg this way, you've taken off the "expert hat" and the ppt is comfortable and listening because you've explained the gg in a way that allows for understanding.</li> </ul>		
<p><b>Interactive experience-</b> Nora Lynch's Role Play- Session2, Exercise 2</p> <ul style="list-style-type: none"> <li>• Divide the meeting participants into groups of two. (<u>Note</u>: the activity states groups of four which you may do; however, if you are conducting a small meeting two people per group are okay. The facilitator can observe and play the role of observer. If this is a one-on-one meeting, do it together.</li> <li>• Ask the groups to complete the worksheet together.</li> </ul>	15 min.	<p>Small &amp; large group discussion</p> <p>Once everyone in the group has had a chance to complete the worksheet ask the following callout questions to the entire group.</p> <p><b>Callout:</b> What are your questions after doing this activity? What additional support do you need to implement this? When do you think you might try this technique?</p> <p><b>Nora Lynch's Role Play activity, Session 2, Exercise 2</b> (located: CO WIC Website under Agency Staff&gt;Regional Training. Document titled Role Playing)</p>
<p><b>Closing Activity:</b> Tips for Success Have each staff write down a new goal on a sticky note and if comfortable share with the group. Encourage staff to place their sticky note somewhere visible (e.g., computer, phone, or desk).</p>	5 min.	<p>Large Group Discussion</p> <p><b>Nora Lynch's easel card:</b></p> <ul style="list-style-type: none"> <li>• <b>Tips for success</b></li> </ul> <p><b>Sticky note for the goal to be written down on</b></p>
<p><b>Next Steps: Do something. Learn. Repeat.</b> <b>IDEA:</b> Continue with the peer-to-peer buddy system. If able, allow buddies to schedule one 15 min appointment in scheduler for this weekly. This can be conducted via phone call or in-person.</p>		